DOCUMENT RESUME

ED 307 937 JC 890 297

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TITLE Interaction between the Community College and High Schools: What the College Can Do To Attract Better-Prepared Students.
INSTITUTION Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE May 89
NOTE 28p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Admission Criteria; Articulation (Education); College Bound Students; *College School Cooperation; Community Colleges; High Schools; Honors Curriculum; *Institutional Advancement; *Publicity; Student Attitudes; *Student Recruitment; Two Year Colleges
IDENTIFIERS *Bucks County Community College PA

ABSTRACT

This paper describes Pennsylvania's Bucks County Community College's (BCCC's) current practices for recruiting better-prepared students as a preface to several suggestions for new approaches to improve the recruitment effort. Although a nationwide survey of young people indicated that 60% felt two-year institutions were on a par with four-year schools, most students attend community college because of the low cost, the open-door admissions policy, and the proximity to home or work. For students not necessarily concerned with these issues, BCCC's policy of recruitment has had only limited success. This policy currently includes publicity efforts, student visits to the campus, and academic programs such as the Advanced Placement Program and the High School Enrichment Program, through which better-prepared high school students can take college classes for credit. Suggestions for improving BCCC's recruitment of these students include: (1) improving interaction with the high schools through personalized visits by the faculty or department-sponsored tours of the college; (2) offering an Honors Program in which outstanding students in all fields can undertake independent study for honors credit; (3) using BCCC students as liaisons to their former high schools; (4) establishing articulation agreements with four-year colleges and universities that would make transfer automatic, with all credits accepted, for the bearer of an associate degree with a reasonable grade point average; (5) improving the quality of incoming students through more stringent admissions policies or a testing service which reports back to high schools to inform them of their students' level of preparation; and (6) sharing facilities, such as libraries and laboratories, with advanced high school students. (JMC)

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INTERACTION BETWEEN THE COMMUNITY COLLEGE AND HIGH SCHOOLS: WHAT THE COLLEGE CAN DO TO ATTRACT BETTER-PREPARED STUDENTS

May 1989

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Interaction Between the Community College and High Schools:
What the College Can Do to Attract Better-Prepared Students

It is common knowledge that a community college education is inexpensive. In eastern Pennsylvania, at Bucks County Community College, the tuition and fees for a full-time student in the fall semester of 1988 amounted to $628 (Fall 1988 Bucks County Community College 29), and across the Delaware River at Mercer County Community College in New Jersey, they totalled only $480 (Fall '88 Mercer County Community College Credit Courses, Events and Activities 2). Recent catalogs and registration brochures from several other community colleges in New Jersey and Pennsylvania list tuition and fees ranging from approximately $420 to nearly $650 (see Appendix). A Gallup poll sponsored by the American Association of Community and Junior Colleges in the fall of 1981 revealed that 63% of the polled 1,540 adults aged 18 or older believed that the cost of a community college education was reasonable (Gallup Organization, Inc. 20). And a survey taken of 4,049 high school seniors in Bucks County in the spring of 1988 indicated that Bucks County Community College's reasonable cost was most prominent in their minds when they were asked to present their opinion of the institution, which 19% of them planned to attend (Isett and Akins, 1988 High School Senior Survey 6-7,3).

Certainly, cost is important to a student selecting a college. In fact, in a 1988 Gallup poll commissioned by the Council for Advancement and Support of Education, 45% of the 1,001 respondents aged 13 to 21 indicated that expense is "a crucial factor" when choosing a college. But 44% said that "academic reputation"

is very important, and 67% were most interested in the "availability of particular courses and curriculum" at a prospective college. Apparently, young people nation-wide are aware of the quality of community colleges, because 70% "said they believe that public colleges offer as good an education as private schools" and 60% "felt two-year institutions are on a par with four-year schools" (Mitgang A3). In Bucks County, the high school seniors who were asked in the spring of 1988 to indicate their perceptions of Bucks County Community College "agreed" that it has "competent teachers" and offers "high quality academic programs" and that overall it "'is a good college,'" but they did not tend to mark the strongly agree category when they considered non-monetary items related to the college (Isett and Akins, 1988 High School Senior Survey 7). By and large, students are inclined to attend a community college because of its low cost, its open-door admissions policy, and its proximity to home and job. These factors insure Bucks County Community College a consistently high enrollment--10,006 in the fall of 1988 and 9,516 in the spring of 1989, our highest spring enrollment yet (Korn)--but it would be intellectually stimulating to the entire college community if we could attract young people of distinguished academic quality among these large numbers. I would like to see Bucks County's young people enthusiastic about the academic virtues of their community college and, in turn, prepared to do well while attending it; in order to achieve this response, Bucks County Community College's administration and faculty should continue using our current methods of student recruitment, but should add several new approaches to our

efforts to publicize the college within the county's high schools and to increase interaction between these schools and the college.

Several campus offices at Bucks County Community College actively work within the high schools to spread information about the college and to recruit students. The Admissions staff, accompanied by someone from the Financial Aid Office and occasionally by a faculty member, makes presentations at all county high schools at least twice a year and may visit some of the junior high schools also. Representatives from the Admissions Office participate in all of the "College Fairs" held at the local high schools, and the Financial Aid Office sponsors "Financial Aid Information Nights" at the schools to inform parents of prospective students about ways their children can obtain monetary assistance for studies at the community college. The Admissions Office perceives guidance counselors as an important contact within the high schools and therefore communicates with them in several ways: by sending them semi-annual newsletters about what is going on at the college in terms of faculty awards, new programs of study, and administrative staff changes; by inviting them annually to an on-campus breakfast with a speaker and with the chance to visit classes afterward (unfortunately, however, most of the counselors leave the campus by 9 a.m.); and by inviting their secretaries to an on-campus luncheon followed by a short program (Kulik). Guidance counseling centers at many of the county's high schools have been the liaison used by the college's Office of Research and Planning during the past four years for its distribution of a survey asking seniors to answer questions about their occupational

and educational plans and their impressions of Bucks County Community College. As indicated previously in this paper, in 1988 the participating students rated the college very favorably for its reasonable cost, but did not seem to have the impression that its faculty and academic programs were outstanding (Isett and Akins, 1988 High School Senior Survey 6).

Perhaps the high school students, who--I have often heard--think that a community college is just a continuation of high school catering to the academically mediocre, would look upon the two-year college more favorably if they had direct contact with it, rather than mere exposure through the staff of a few campus offices and their own overburdened guidance counselors. Some high school teachers in Bucks County are also adjunct (part-time) faculty members at the college. Those with whom I have spoken say they think that the faculty and facilities at Bucks County Community College are excellent and that their students have been surprisingly good. When they have a chance, they relay this information to their high school students, but unfortunately they are not used formally as publicity or recruiting aids by the college or the high school guidance counselors (Gundy and Isaacson and Wescott). Perhaps these teachers have inspired some of their students to "check out" the college, at least. We have several ways--in addition to informal individual visits, which many professors certainly welcome in their classrooms--for students to observe the college or even to participate in some of its academic activities before they have graduated from high school.

Believing that attitudes toward college are formed early, the Admissions Office sponsors a campus visit by an eighth or ninth

grade class from one county junior high school per year. Several years ago, that office held special days for high school students to visit the campus and drop in on classes, but unfortunately the attendance was so low that the practice was discontinued (Kulik). (Perhaps the program should be reinstated with enticing publicity, for it seems as if it could be an excellent recruitment tool; the small class-size would stand out in sharp contrast to the size of the lecture halls students often see when they visit universities, and the dedication and knowledge of the professors as well as of many of the students would be on display.) High school students have a chance to visit the college on non-class days also. Every mid-October, many are given a day off from school and are bussed en masse to the college for "Career Day," when speakers from various professions make presentations about their work. And yearly, on a Sunday in early May, a widely publicized open house is held with displays, demonstrations, food, concerts, and poetry readings. Although people of all ages flock to this open house, a mailing list of all high school seniors in the county was purchased in the spring of 1988, and invitations were especially sent to them to encourage their attendance (Kulik). Another annual attraction is the "Scholars' Bowl"; held in the college auditorium on several consecutive weekends, it is a quiz program with panels of students from many high schools in the county, who strive to win the contest, recognition for their schools, and Bucks County Community College scholarships for their classmates.

Some high school students actually attend classes on campus through various arrangements. A member of the Language and Liter-

ature Department, a former Poet Laureate of Bucks County, has run creative writing workshops for talented students, who are released from their regular high school classes for the day to come to the college (Kulik). During the summer for the past four years, the Bucks County Schools Summer Arts Academy has been held on campus, with selected participants from county high schools, who may choose from fourteen courses in such areas as creative writing, fine arts, music, drama, and computer graphics. Bucks County Community College cooperates with the "Intermediate Unit," an educational liaison between the Bucks County school districts and the Pennsylvania Department of Education, in offering this program, and one-third to one-half of the teaching staff consists of Bucks County Community College faculty members (Abbott). Gifted high school students may also take regular classes on campus during the school year. The High School Enrichment Program allows academically qualified seniors to take a college course or two and earn college credit (Bucks County Community College Catalog, 1988-1989 9). Unfortunately, only twelve students did this in the fall of 1988, and only eight in the spring of 1989 (Young), perhaps because the program is poorly publicized, perhaps because getting released time during the hours the college offers most of its daytime classes may be difficult for the students. A second program, Early Admissions, enables qualified high school seniors to attend college full-time instead of high school (Bucks County Community College Catalog, 1988-1989 9). Only four students did this in the fall semester of 1988, and only five in the spring of 1989 (Young), probably because of inadequate publicity and because

the high schools are reluctant to give up students and thereby lose income from taxes (Kulik). For the non-gifted high school students who can present a good reason for wanting to take college courses, Bucks County Community College has a Special Admissions Program, whereby high school students, regardless of their grade point average, are permitted to take courses for credit at the college during the evening (Kulik). Thirty-two students were enrolled in this program in the fall of 1988, and thirty-seven in the spring of 1989 (Young). Although not many students want to attend college during their high school years, some would still like to earn college credits. For these students, as long as they are academically qualified, the College Entrance Examination Board's Advanced Placement program is available. If they take AP (college-level) courses in high school and pass the CEEB AP tests with a score of 3 or better, these students can get college credit and advanced placement when they matriculate at Bucks County Community College (Bucks County Community College Catalog, 1988-1989 12). Unfortunately, the college currently keeps no list of AP students (Maley), a practice that perhaps implies there are none; probably, the students who take AP courses in high school tend to go directly to a four-year college or a university rather than to the community college.

Perhaps some of the county high schools' better students will be encouraged to attend the community college after high school by some of our fairly new attempts and proposed attempts to publicize the college and to improve our interaction with the schools. Recently, the Department of Language and Literature instituted a

"Poet in the Schools" contest, whereby the junior equivalent of the Bucks County Poet Laureate is chosen each year (Heim). This is an indirect way of making some high school students aware of the Department of Language and Literature, but a few departments have more direct methods of establishing contact with the high schools. The chairmen of the Departments of Office Administration (formerly, Secretarial Science) and Fine Arts go to area high schools to inform students and faculty of their offerings, and two years ago the Fine Arts chairman brought high school art teachers to the college to visit the department's facilities (Kulik). However, only one department, Science, consistently tries to work closely with its counterparts in the local schools. The chairman invites high school department heads and sometimes the whole science faculty of a high school to come to the college to observe our science facilities, to meet our science faculty, and to hear a talk about the department's course offerings. All of this leaves the high school teachers well-informed and positively impressed and has brought Bucks County Community College some very good science students. In the future, the Science Department's chairman hopes to invite, from one school at a time, high school students who are specializing in science to visit the department for one day during the school year and to attend, on that day, a lab demonstration or a lecture (Duttaahmed). I think that <u>every</u> department should be doing what the Science Department does; high school faculty and students should be invited by each department to visit classes that specifically pertain to their interests. (Perhaps parents could be welcomed to accompany their children.

Tours of the department's facilities, the library, and even the whole campus could also be offered, along with refreshments and a chance to meet the faculty.) This method of bringing groups of faculty and students to campus with a particular focus on their special subject matter would be more successful than the previously mentioned en masse high school visitation days that the Admissions Office sponsored several years ago.

Another way of attracting good students to register at the college, of retaining the currently enrolled good students, and of encouraging high school counselors to speak more positively about the college to their gifted advisees would be to offer an Honors Program, with honors seminars in liberal arts and occupational programs of study, and/or honors sections of core courses, and/or the chance for outstanding students in all fields to do independent study for honors credit. Such an undertaking must be well-publicized, perhaps with help on campus and within the high schools from the college's honor society. At Bucks County Community College in the fall of 1988, probably because of inadequate publicity, we failed to reach sufficient enrollment in our first attempt to offer an honors program; hence the courses had to be cancelled.

"Publicity" has been a much-used word in this paper. Although Bucks County Community College obviously has many ways of "marketing" itself, I wonder if we are not overlooking an important resource as "salespeople"--our own students. Already a few of them guide new students and their parents around the campus on orientation days, but I think they should be used as liaisons with

the high schools from which they have recently graduated. Current students and young members of our fairly active alumni association should be recruited to go back to their own high schools to speak about their experiences at the college and about what is expected of one in college. A survey of our 1987 graduates reveals that those who transferred believe that Bucks County Community College prepared them well for continuing at another college and those who turned to full-time employment believe that Bucks County Community College prepared them well for the world of work (Isett and Akins, The 1987 Graduate Survey 9, 14). Perhaps some of the recent alumni, 90.3% of whom indicated in the 1987 survey "that they would probably or definitely recommend B[ucks] C[ounty] C[ommunity] C[ollege] to a prospective student" (Isett and Akins, The 1987 Graduate Survey 20), and some enthusiastic current students could accompany the Admissions and Financial Aid staffs on their high school visits and could also be available to talk to their former counselors at the annual counselors' breakfast on campus. This personal contact with faces and names that might still be recognized by high school students and counselors could be influential in persuading some vacillating prospective applicants to choose Bucks County Community College. A particular pool of students at the college to draw from as "advertisers" is the active and large honors society, a branch of Phi Theta Kappa. Because the national office is encouraging outreach to the honors societies in high schools (Puchalski), perhaps our Phi Theta Kappa members could initiate a campaign to spread the word in local schools that the college is a place where good students can be challenged in both the traditionally academic and the

vocational fields.

Publicizing the college would be made easier if we could boast of articulation agreements with four-year colleges and universities that would make transfer automatic, with all credits accepted, to the bearer of an associate's degree with a reasonable grade-point average. Bucks County Community College has such an agreement with fifteen institutions, most of them private and not the places to which our students are most eager to transfer (Transferring: The Keys to Success n. pag.). Unfortunately, in Pennsylvania, unlike some other states, for example, California (Longstreth) and New Jersey, excluding Rutgers (DeVoll), there is not yet an overall agreement between the community colleges and the state university system that allows automatic transfer (Taylor).

Transfer to a four-year institution may not be automatic, but admission to a community college is easy, as the frequently heard expressions "open door" and "open admissions" indicate. An exception to the open door admissions policy of the typical community college will be initiated in the state of Illinois in the fall of 1990. Then, all students entering state universities and community colleges (if they are seeking an A.A. or A.S. degree) must have taken the following courses in high school: "4 years of English, 3 years of social studies, 3 years of mathematics, 3 years of sciences, and 2 years of electives in foreign language, music, or art" (Illinois Community College Board 1). Of course, exceptions will be made for G.E.D. students and older students who are not recent attenders of a high school (Illinois Community College Board 5). Some people may be shocked by the stringency of

these entrance requirements, but as Dale Parnell, President of the American Association of Community and Junior Colleges, asserts in his recent book, The Neglected Majority, "The open door has never meant that high-school students can prepare or not, as they please, and still succeed in a community college" (110). In Illinois at least, the casual attitude of many high school students toward the community college--"Oh, I can always get in there."--may change, and students will come in better prepared, more serious about college, less apt to need remedial courses, and more likely to be able to stay in college.

Even without the rigidity of the Illinois requirements, students can be encouraged to and helped to enter community colleges better prepared. Parnell notes, "It is the rare high-school student who has more than a vague notion of what an adequate high-school preparatory program is all about and how he or she can best prepare to succeed in a community, technical, or junior college program" (109). In Ohio, a math and English testing program for high school juniors has been instituted to indicate to them how prepared they are for college work. When they take the math test, paid for by the Ohio Board of Regents, students name the colleges and majors that they are considering, so that after the test is scored, each participant will be sent results "indicating the specific mathematics course (including remedial levels) in which [he or she] will be placed at any of the twelve state universities and seven community and technical colleges" sharing in the testing program. Obviously, such information leads many students to take a math course in their senior year and thus to go to college better prepared and less in need of remedial courses

(Bordner 39). The English tests, in objective form scored by machine and in writing sample form evaluated by teachers of English from Ohio high schools and colleges, are also designed to predict student success in college; they lead high school teachers, working in conjunction with college faculty, to revise their curriculum so that their students will be well-prepared for the tests and thereafter do better in college (Bordner 39-40). If Pennsylvania, notorious for the small amount it spends on education--". . . near the bottom of the list of the fifty states despite a 12% increase in state funds for higher education generally over the past two years" (Vincent 11)--would fund a testing program similar to Ohio's, students would be likely to come to the community college without needing the remedial courses that often stigmatize the college and its students.

Another way to indicate to high schools how well their students will do in college is practiced in eight southern states, in four of them because of a legislative mandate. Florida, Georgia, Louisiana, Maryland, North Carolina, South Carolina, Tennessee, and Texas participate in "College-Readiness Reporting Programs" (Gaines and Musick 1), which entail sending their students' placement test scores and/or first-year college course grades back to the high school from which each student graduated (Gaines and Musick 2-4). With this information about its graduates, each high school can give its students "a clearer picture of what is expected of them in college and the importance of learning certain skills in high school." Ultimately, "this process [of reporting readiness] could result in more cooperation among high schools and colleges, better prepared high school students, and

less remedial education in college" (Gaines and Musick 1). Pennsylvania might profit from following the example of its southern counterparts.

The just-quoted phrase, "more cooperation among high schools and colleges," reflects a trend reported on in many articles I have recently read about community colleges. The terms frequently used in addition to "cooperation" are "collaboration," "coordination," "articulation," and "alliance," and they refer to more than just some publicity drives by the campus Admissions Office, the opportunity for a few "selected" high school students to take courses or workshops on campus, and pretesting or grade reporting programs. Ideally, the sharing of facilities, faculties, and programs of study (especially occupational ones) should be instituted in order to establish closer relationships between the community college and its "feeder" high schools, and thereby to improve recruitment, retention, reputation, and student preparedness. There is no point in reproducing here the numerous examples of sharing that appear in chapter 6, "The High-School/Community College Connection," of Dale Parnell's 1985 book, The Neglected Majority, and in chapter 8, "Community Colleges as Connectors Between High Schools and Universities," of Arthur M. Cohen and Florence B. Brawer's 1987 book, The Collegiate Function of Community Colleges: Fostering Higher Learning Through Curriculum and Student Transfer. However, a few possibilities might be worth considering.

In terms of shared facilities, a community college with sophisticated science laboratories might follow the example of Brooklyn College, which invites advanced placement class chemistry

students to use its laboratories on four Friday afternoons a year (Shapiro 324). In Bucks County, high school students already flock to the community college library after school, during vacations, and on weekends to use its resources, but perhaps we should open up some other facilities for these students; for example, our well-equipped art department might consider permitting high school students, with supervision, to work in its empty studios during "off" hours, and possibly the Language and Literature Department's Writing Clinic, open until 4 P.M. and again from 5 to 7 and staffed mainly by the college's superior writing students, could offer its services to high school students needing help with papers. The college might like to avail itself of some high school facilities too. We already teach many evening courses in standard high school classrooms throughout the county, but--with the increasing need for technicians in today's society--perhaps we should work out an arrangement with the county's Vo-Tech schools to let us use some of their specialized facilities during the day and evening, since unfortunately their enrollments have been dropping (Letteney).

In terms of shared faculties, it seems unlikely that community colleges will engage in such elaborate projects as those of Syracuse University, with its "Project Advance," and Indiana University, with its "Advanced College Project," whereby university courses are taught at high schools (eighty-nine in New York state, thirty-five in Indiana) to high school students by high school teachers who have been given special training and adjunct faculty status by the university (Lambert, Luz, and

Ruiz 141 and Pipho 486). But on a smaller scale, a community college might consider working with a high school to offer a special course that would expose the students to college faculty and college material, as the Community College of Philadelphia did at Kensington High School in Philadelphia in the early 1980's. Catherine C. Hatala, the head of the English Department at Kensington High School and an adjunct faculty member at the Community College of Philadelphia, designed a humanities course "to improve the reading, writing, and thinking skills of low achieving poverty level high school juniors," using professors from the college to teach some of the classes and allowing the students occasionally to attend special classes and lectures on campus (Hatala 1). In fact, the Conference on College Composition and Communication (the 4 C's) has recently been advocating more interaction among college and high school writing teachers with its establishment in 1986 of a "Committee on Collaboration Among Teachers of Writing in Schools and Colleges" and with its 1988 annual conference, where "seven concurrent sessions--more than the number given to advanced composition or basic writing--were devoted to 'Cooperative Programs with Secondary Schools'" (Schultz, Laine, and Savage 139). Infrequently, instances even arise of "school and college writing teachers trading places" (Schultz, Laine, and Savage 141), an experiment that Bucks County Community College could probably try out for a week or so during the semester, with the result that the high school teachers exposed to the college classroom might prepare their students differently for college and the college faculty might deal with students more insightfully after having experienced their high schools and specifically

their English curriculum. If the exchange worked out for the writing staffs, perhaps it could be tried for other subjects as well, particularly the social sciences, math, and science.

Some community colleges and high schools--for example, Maricopa County Community College in Arizona, Sacramento City College in California, and Dallas County Community College in Texas--do something different from the occasional sharing of facilities and/or faculties; they actually have articulation agreements outlining in detail shared occupational programs of study, whereby a participating student takes some of the necessary courses at the high school level and, upon entering college, receives college credit for them (Maricopa County Community College District, Phoenix, Arizona passim, Wellsfry and Rosen passim, and Parnell 121). Dale Parnell advocates this method of collaboration in his book The Neglected Majority, in which he elaborately explains and justifies what he calls the "2+2 Tech-Prep/Associate-Degree Program," a course of study that he is sure will give a sense of purpose to the ordinary student in high school and prepare him or her well for the community college and, thereafter, the world of work (Parnell chapters VI and VII and Epilogue passim).

Of course, although such articulated programs rely on signed agreements by administrators, they must also involve close interaction among faculty in order to coordinate the curriculum. Close interaction among faculty in similar disciplines in schools and colleges can be beneficial even without a 2+2 Tech-Prep/Associate-Degree arrangement. In 1985-86, the American Association for Higher Education published a monograph in its "Current Issues in Higher Education" series to publicize existing "academic alli-

ances" and to encourage new ones. Essentially, the alliances consist of groups of faculty members within the same discipline from colleges and neighboring high schools who meet socially every month or so to discuss common scholarly and pedagogical interests. As of January, 1987, there were "15 groups in 11 states" in English, "105 alliances in 37 states and the Virgin Islands" in foreign languages, 7 alliances in 6 states and the District of Columbia in geography, "35 groups in 18 states" in history ("studying the American Constitution in a project sponsored by the American Historical Association"), and "50 alliances in 30 states" in math and science (McMillen 13). These alliances "are effective alternatives to the professional stagnation and isolation that plague school and college teacher alike" (McMillen 11) and "yield a greater understanding of the links between school and college curricula" (McMillen 12). Although these networks are not specifically designed to make classroom work easier for the college professor, that is sometimes the result, and community colleges especially should keep this benefit in mind as they consider whether to encourage their faculties to develop alliances with colleagues in neighboring high schools. "In many college settings, feeder high schools provide a significant proportion of an institution's student body. College faculty in these areas report that the time and energy they spend with school teachers pays off in better educated students with stronger abilities, achievements, goals, and awareness of what college-level work implies" (Gaudiani and Burnett 15). Furthermore, the alliances can work indirectly as a recruitment tool, for certainly the high school teachers, now acquainted with some

of the faculty at the local college, will recommend that institution to their students. In Bucks County, perhaps the first alliances could grow out of the contacts the college has already made with high school teachers through the publicity efforts of the departments of Science, Office Administration, and Fine Arts or could be initiated by those adjunct faculty members who are full-time teachers at local high schools and by the Language and Literature Department's faculty member who participated on campus in the 1988 Pennsylvania Writing Project Summer Institute, a workshop for teachers of writing at all levels, which acquainted him with elementary and high school teachers from the area.

When I return to Bucks County Community College after my sabbatical, I plan to distribute copies of this paper to those of my colleagues who might have an interest in encouraging the adoption of some of its proposals and to the administrators who have the authority to implement them. Of course I realize that some of the suggestions made in the second half of the paper might be justifiably dismissed, even though they have beneficial qualities that are easily recognizable. One of the proposals, the Illinois entrance requirements, might be rejected because it violates the open-door essence of the community college; two other proposals, the Ohio math and English testing program for high school juniors and the southern states' practice of sending placement test scores and first-year college grades back to the students' high schools, might be rejected because they would be very costly and difficult to initiate without theoretical and financial support from the state government and the county high schools; and

another proposal, highly structured articulation agreements modelled after Parnell's 2+2 Tech-Prep/Associate-Degree Program, might be rejected because it could be overly bureaucratic. But certainly any of the paper's suggestions that involve relatively informal and small-scale interaction between community college and high school students and between community college and high school faculty should not be philosophically threatening, expensive, or unwieldy. With the efforts of all of us, faculty, administration, and students, perhaps the college not only will improve its current methods of publicity and recruitment within the county's high schools but also will use some new means of interaction to heighten the schools' awareness of what Bucks County Community College is like, what it has to offer, and what it expects of its students.

APPENDIX:
Recent Tuition and Fees at Several New Jersey and Pennsylvania Community Colleges

New Jersey:

Camden County College $422.00
(Camden County College Catalog, 1987-1989 8)

Warren County Community College $447.50
(Warren County Community College Catalog, 1987-1988 23)

Burlington County College $467.50
(Burlington County College Catalog, 1987-1988 10)

Gloucester County College $480.00
(Gloucester County College Catalog, 1986-1988 8)

Cumberland County College $497.50
(Cumberland County College Catalog, 1987-1989 6-7)

County College of Morris $520.00
(County College of Morris Catalog, 1988-1990 28)

Pennsylvania:

Delaware County Community College $507.00
(Fall 1988 Delaware County Community College 15)

Westmoreland County Community College $510.00
(Westmoreland County Community College Catalog, 1988-1989 9)

Harrisburg Area Community College $517.50
(Harrisburg Area Community College Catalog, 1987-1989 143)

Butler County Community College $591.00
(Butler County Community College Catalog, 1988-1990 58)

Community College of Beaver County $595.00
(Community College of Beaver County Catalog, 1987-1988 23)

Montgomery County Community College $627.00
(1988 Fall Semester Day, Evening and Saturday Classes, Montgomery County Community College 4)

Community College of Philadelphia $644.00
(Fall 1988 Main Campus Credit Courses, Community College of Philadelphia 1-2)

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